



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 12301614  
SAU: MSAD 36  
School: Livermore Falls Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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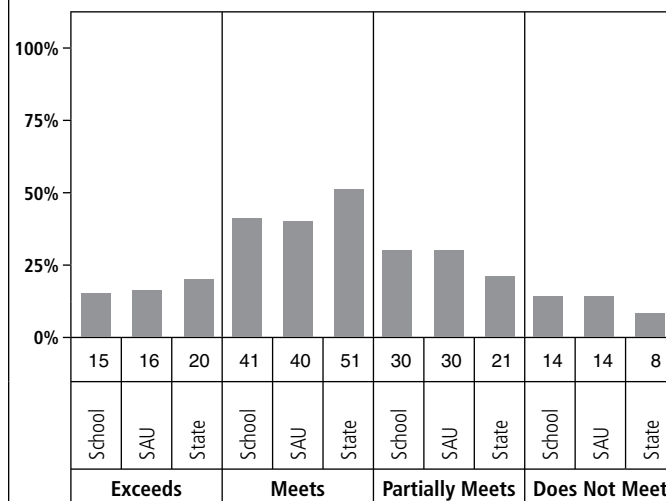
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

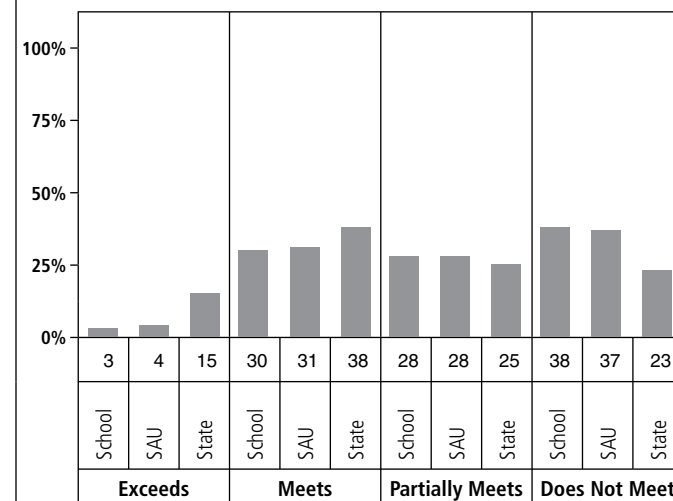
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	846	845	847
2007–2008	849	848	849
<b>2008–2009</b>	<b>846</b>	<b>846</b>	<b>850</b>
Cum. Avg.*	847	846	849
<b>Mathematics</b>			
2006–2007	834	833	842
2007–2008	837	837	841
<b>2008–2009</b>	<b>833</b>	<b>833</b>	<b>843</b>
Cum. Avg.*	834	834	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>840</b>	<b>840</b>	<b>846</b>

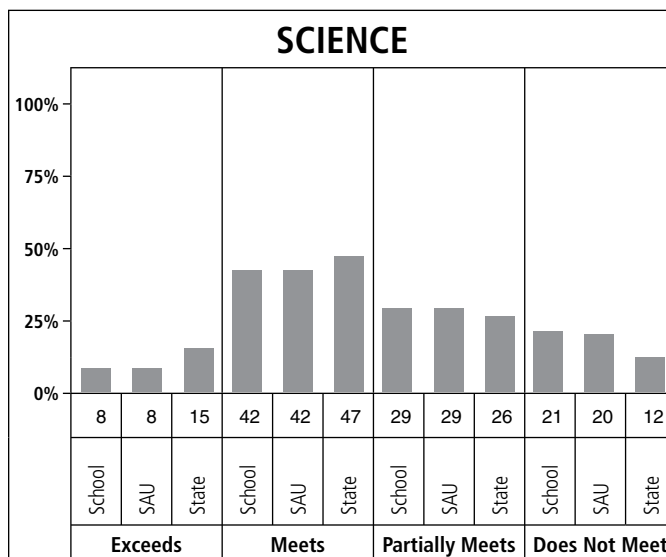
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
<b>Total number of students</b>	87	100	83	100	14804	100	86	99	83	100	14659	99	86	99	83	100	14653	99	86	99	83	100	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	1	1	1	1	238	2	1	100	1	100	232	97	1	100	1	100	234	98	1	100	1	100	234	98
Hispanic	2	2	2	2	192	1	2	100	2	100	188	98	2	100	2	100	191	100	2	100	2	100	190	99
Caucasian/White	84	97	80	96	13878	94	83	99	80	100	13756	99	83	99	80	100	13742	99	83	99	80	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	15	17	15	18	2489	17	15	100	15	100	2434	99	15	100	15	100	2424	98	15	100	15	100	2418	98
<b>Current LEP</b>	1	1	1	1	349	2	1	100	1	100	331	95	1	100	1	100	342	98	1	100	1	100	338	97
<b>Economically disadvantaged</b>	55	63	52	63	5460	37	54	98	52	100	5380	99	54	98	52	100	5377	99	54	98	52	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
<b>Participation without accommodations</b>	61	70	58	70	12132	82	61	70	58	70	12124	82	61	70	58	70	12169	82
Identified disability (PET/IEP)	2	3	2	3	379	3	2	3	2	3	380	3	2	3	2	3	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	3	5	2	3	200	2	3	5	2	3	200	2	3	5	2	3	202	2
<b>Participation with accommodations</b>	25	29	25	30	2349	16	25	29	25	30	2347	16	25	29	25	30	2288	15
Identified disability (PET/IEP)	13	52	13	52	1877	80	13	52	13	52	1862	79	13	52	13	52	1824	80
LEP	1	4	1	4	158	7	1	4	1	4	167	7	1	4	1	4	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	11	44	11	44	292	12	11	44	11	44	297	13	11	44	11	44	280	12
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	1	1	0	0	113	1	1	1	0	0	117	1	1	1	0	0	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	13	13	12	13	2407	16
	2007-2008	13	18	12	17	3428	23
	<b>2008-2009</b>	<b>13</b>	<b>15</b>	<b>13</b>	<b>16</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	39	15	37	15	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	48	49	46	48	7494	49
	2007-2008	38	54	37	54	7179	48
	<b>2008-2009</b>	<b>35</b>	<b>41</b>	<b>33</b>	<b>40</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	121	47	116	47	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	22	22	22	23	3628	24
	2007-2008	14	20	14	20	2706	18
	<b>2008-2009</b>	<b>26</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	62	24	61	25	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	15	15	15	16	1810	12
	2007-2008	6	8	6	9	1611	11
	<b>2008-2009</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	33	13	33	13	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.7	58.4	32.7	58.4	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.2	56.0	11.2	56.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.5	59.7	21.5	59.7	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	13	15	35	41	26	30	12	14	846	83	16	40	30	14	846	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	1										1						231	28	43	19	10	851
Hispanic	2										2						186	17	48	23	12	847
Caucasian/White	83	13	16	32	39	26	31	12	14	846	80	16	38	31	15	846	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	2	13	6	40	7	47	832	15	0	13	40	47	832	2256	2	25	40	34	834
No	71	13	18	33	46	20	28	5	7	849	68	19	46	28	7	849	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	1										1						324	5	34	36	26	838
No	85	13	15	34	40	26	31	12	14	846	82	16	39	30	15	846	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	54	7	13	19	35	19	35	9	17	844	52	13	35	35	17	844	5277	10	46	29	15	844
No	32	6	19	16	50	7	22	3	9	850	31	19	48	23	10	850	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	86	13	15	35	41	26	30	12	14	846	83	16	40	30	14	846	14476	20	51	21	8	850
<b>Gender</b>																						
Female	42	10	24	14	33	14	33	4	10	849	41	24	34	32	10	849	7074	25	51	18	6	852
Male	44	3	7	21	48	12	27	8	18	843	42	7	45	29	19	843	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	86	13	15	35	41	26	30	12	14	846	83	16	40	30	14	846	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	0										0						700	69	30	1	0	867
No	86	13	15	35	41	26	30	12	14	846	83	16	40	30	14	846	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	2	17	6	50	4	33	834	15	0	17	50	33	834	8	8	39	29	24	841
B. less than one hour	51	7	16	20	47	11	26	5	12	848	50	17	44	27	12	848	51	17	53	22	8	849
C. one to two hours	32	6	22	13	48	6	22	2	7	850	32	23	50	19	8	851	36	24	52	18	5	852
D. more than two hours	4	0	0	0	0	2	67	1	33	834	4	0	0	67	33	834	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	25	4	19	9	43	5	24	3	14	850	24	20	40	25	15	850	31	35	50	11	4	856
B. good	48	7	17	20	49	10	24	4	10	848	48	18	49	23	10	848	47	16	55	21	7	849
C. fair	24	2	10	6	30	10	50	2	10	842	24	10	30	50	10	842	18	5	47	33	15	842
D. poor	4	0	0	0	0	0	0	3	100	825	4	0	0	0	100	825	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	21	5	28	9	50	3	17	1	6	854	22	28	50	17	6	854	32	27	54	14	5	853
B. They match some of what I have learned.	61	8	16	22	43	14	27	7	14	846	59	17	42	27	15	846	52	18	53	22	8	850
C. They match just a little of what I have learned.	14	0	0	4	33	4	33	4	33	839	15	0	33	33	33	839	12	11	45	29	15	844
D. There is no match.	4	0	0	0	0	3	100	0	0	838	4	0	0	100	0	838	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	20	3	18	5	29	4	24	5	29	844	20	19	25	25	31	844	15	13	42	28	17	844
B. about the same as my regular schoolwork	63	9	17	23	43	17	32	4	8	847	63	18	43	31	8	847	64	19	53	20	7	850
C. easier than my regular schoolwork	17	1	7	7	50	4	29	2	14	846	17	7	50	29	14	846	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	2	18	6	55	3	27	836	14	0	18	55	27	836	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	51	5	12	18	43	13	31	6	14	845	50	13	43	30	15	845	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	36	8	27	15	50	5	17	2	7	853	36	28	48	17	7	853	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	56	8	17	18	38	13	27	9	19	845	56	17	37	26	20	845	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	40	5	15	16	47	10	29	3	9	848	40	15	45	30	9	848	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	33	2	67	0	0	841	4	0	33	67	0	841	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	4	24	7	41	3	18	3	18	850	21	24	41	18	18	850	19	26	53	15	6	853
B. 20 minutes to an hour	35	7	23	14	47	8	27	1	3	850	37	23	47	27	3	850	40	25	52	17	6	852
C. less than 20 minutes	13	2	18	4	36	3	27	2	18	845	13	18	36	27	18	845	15	18	51	21	10	849
D. I rarely read at home.	32	0	0	10	37	11	41	6	22	840	29	0	33	42	25	839	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	55	10	21	23	49	11	23	3	6	850	56	22	48	24	7	850	42	27	51	15	6	853
B. agree	35	3	10	11	37	11	37	5	17	844	34	11	36	36	18	843	50	15	53	23	9	848
C. disagree	8	0	0	1	14	3	43	3	43	833	9	0	14	43	43	833	7	8	46	32	14	843
D. strongly disagree	1	0	0	0	0	0	0	1	100	824	1	0	0	0	100	824	2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	50	1	50	0	0	847	100	0	0	100	0	838						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	6	6	5	5	1952	13
	2007-2008	2	3	1	1	1657	11
	<b>2008-2009</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	11	4	9	4	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	27	28	25	26	5870	38
	2007-2008	24	34	24	35	5956	40
	<b>2008-2009</b>	<b>26</b>	<b>30</b>	<b>26</b>	<b>31</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	77	30	75	30	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	24	24	24	25	3982	26
	2007-2008	22	31	22	32	3729	25
	<b>2008-2009</b>	<b>24</b>	<b>28</b>	<b>23</b>	<b>28</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	70	27	69	28	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	41	42	41	43	3534	23
	2007-2008	23	32	22	32	3579	24
	<b>2008-2009</b>	<b>33</b>	<b>38</b>	<b>31</b>	<b>37</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	97	38	94	38	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	22.9	40.9	23.0	41.1	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	2.1	26.3	2.1	26.3	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	7.5	46.9	7.5	46.9	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	3.5	29.2	3.5	29.2	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	9.9	49.5	9.9	49.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	3	3	26	30	24	28	33	38	833	83	4	31	28	37	833	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	1										1						233	27	33	20	21	847
Hispanic	2										2						190	8	31	26	34	836
Caucasian/White	83	3	4	25	30	22	27	33	40	833	80	4	31	26	39	833	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	1	7	1	7	2	13	11	73	823	15	7	7	13	73	823	2242	2	12	22	63	824
No	71	2	3	25	35	22	31	22	31	835	68	3	37	31	29	836	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	1										1						336	6	18	26	51	829
No	85	3	4	25	29	24	28	33	39	833	82	4	30	28	38	833	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	54	2	4	13	24	12	22	27	50	830	52	4	25	21	50	830	5270	6	30	28	36	835
No	32	1	3	13	41	12	38	6	19	839	31	3	42	39	16	840	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	86	3	3	26	30	24	28	33	38	833	83	4	31	28	37	833	14466	15	38	25	23	843
<b>Gender</b>																						
Female	42	1	2	11	26	14	33	16	38	833	41	2	27	32	39	832	7070	15	39	25	22	843
Male	44	2	5	15	34	10	23	17	39	834	42	5	36	24	36	834	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	86	3	3	26	30	24	28	33	38	833	83	4	31	28	37	833	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	0										0						700	68	27	3	1	866
No	86	3	3	26	30	24	28	33	38	833	83	4	31	28	37	833	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	2	17	4	33	6	50	827	15	0	17	33	50	827	8	8	24	24	44	833
B. less than one hour	51	3	7	10	23	12	28	18	42	833	50	7	24	29	39	834	51	12	38	26	23	842
C. one to two hours	32	0	0	13	48	7	26	7	26	836	32	0	50	23	27	836	36	19	40	23	19	845
D. more than two hours	4	0	0	1	33	1	33	1	33	831	4	0	33	33	33	831	5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	21	1	6	9	50	2	11	6	33	837	21	6	53	12	29	838	28	33	41	15	11	852
B. good	42	2	6	12	33	10	28	12	33	834	43	6	34	26	34	834	45	11	43	25	21	842
C. fair	29	0	0	5	20	9	36	11	44	831	29	0	21	38	42	831	21	3	27	35	35	834
D. poor	7	0	0	0	0	3	50	3	50	826	7	0	0	50	50	826	5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	1	5	7	37	3	16	8	42	835	22	6	39	17	39	835	28	23	41	21	15	848
B. They match some of what I have learned.	65	2	4	16	29	18	33	19	35	833	65	4	30	32	34	833	52	13	40	25	21	843
C. They match just a little of what I have learned.	12	0	0	3	30	3	30	4	40	831	12	0	30	30	40	831	16	8	28	30	34	836
D. There is no match.	1	0	0	0	0	0	0	1	100	822	1	0	0	0	100	822	4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	25	0	0	6	29	5	24	10	48	828	26	0	29	24	48	828	32	6	34	29	32	837
B. about the same as my regular schoolwork	61	2	4	16	31	15	29	18	35	834	60	4	33	29	35	834	52	13	41	25	20	843
C. easier than my regular schoolwork	14	1	8	4	33	3	25	4	33	837	14	9	36	27	27	838	16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	51	2	5	11	26	13	30	17	40	833	51	5	27	29	39	833	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	42	1	3	14	40	10	29	10	29	836	42	3	41	29	26	836	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	17	0	0	5	83	820	7	0	17	0	83	820	7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	1	11	3	33	5	56	824	11	0	11	33	56	824	34	18	40	22	20	845
B. two or three days a week	36	1	3	9	29	10	32	11	35	832	37	3	30	33	33	832	35	14	38	26	21	843
C. two or three times each month	34	1	3	10	34	7	24	11	38	836	33	4	37	22	37	836	18	12	37	27	24	841
D. never or almost never	19	1	6	6	38	4	25	5	31	835	20	6	38	25	31	835	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	0	0	2	67	1	33	829	4	0	0	67	33	829	9	13	38	23	26	841
B. two or three days a week	16	1	7	3	21	1	7	9	64	829	16	8	23	8	62	829	17	11	37	26	26	841
C. two or three times each month	65	1	2	21	38	18	33	15	27	836	65	2	40	32	26	836	28	15	40	25	20	844
D. never or almost never	15	1	8	2	15	3	23	7	54	829	16	8	15	23	54	829	46	16	36	24	23	843
<b>How do you feel about the following statement?</b> <b>"My knowledge of mathematics will be useful to me as an adult."</b>																						
A. strongly agree	50	2	5	14	33	11	26	15	36	836	51	5	34	27	34	836	52	19	41	22	18	846
B. agree	44	1	3	11	30	13	35	12	32	833	43	3	31	34	31	833	39	11	35	27	27	840
C. disagree	5	0	0	1	25	0	0	3	75	820	5	0	25	0	75	820	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	0	0	1	100	810	1	0	0	0	100	810	3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	2	100	817	100	0	0	0	100	810						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	7	8	7	8	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	36	42	35	42	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	25	29	24	29	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	18	21	17	20	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	28.2	50.4	28.3	50.5	32.0	57.1
<b>D. The Physical Setting</b>	31	55	14.5	46.8	14.6	47.1	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	8.1	47.6	8.1	47.6	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	6.4	45.7	6.5	46.4	7.7	55.0
<b>E. The Living Environment</b>	25	45	13.7	54.8	13.8	55.2	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	7	8	36	42	25	29	18	21	840	83	8	42	29	20	840	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	1										1						230	20	44	23	13	848
Hispanic	2										2						184	9	45	29	16	842
Caucasian/White	83	7	8	35	42	23	28	18	22	840	80	9	43	28	21	840	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	5	33	4	27	6	40	833	15	0	33	27	40	833	2221	3	22	36	38	832
No	71	7	10	31	44	21	30	12	17	841	68	10	44	29	16	842	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	1										1						331	4	20	39	37	832
No	85	7	8	36	42	24	28	18	21	840	82	9	43	28	21	840	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	54	6	11	18	33	15	28	15	28	838	52	12	33	27	29	838	5184	6	40	33	21	840
No	32	1	3	18	56	10	31	3	9	843	31	3	58	32	6	844	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	86	7	8	36	42	25	29	18	21	840	83	8	42	29	20	840	14258	15	47	26	12	846
<b>Gender</b>																						
Female	42	3	7	15	36	15	36	9	21	839	41	7	37	34	22	839	6953	14	47	28	11	846
Male	44	4	9	21	48	10	23	9	20	841	42	10	48	24	19	841	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	86	7	8	36	42	25	29	18	21	840	83	8	42	29	20	840	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	0										0						699	65	34	2	0	865
No	86	7	8	36	42	25	29	18	21	840	83	8	42	29	20	840	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 36  
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	3	25	4	33	5	42	829	15	0	25	33	42	829	8	8	34	28	30	837
B. less than one hour	51	5	12	19	44	10	23	9	21	842	50	12	44	24	20	842	51	14	48	27	11	846
C. one to two hours	32	2	7	13	48	9	33	3	11	843	32	8	50	31	12	843	36	19	48	24	9	848
D. more than two hours	4	0	0	1	33	2	67	0	0	839	4	0	33	67	0	839	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	18	2	13	7	47	5	33	1	7	844	18	13	47	33	7	844	23	27	47	17	8	851
B. good	49	4	10	21	50	8	19	9	21	842	48	10	51	18	21	842	53	15	50	26	10	847
C. fair	33	1	4	8	29	12	43	7	25	836	34	4	29	43	25	836	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	28	4	17	10	42	9	38	1	4	845	29	17	42	38	4	845	26	20	49	23	9	849
B. They match some of what I have learned.	59	2	4	24	48	13	26	11	22	840	57	4	49	26	21	840	51	14	48	26	11	846
C. They match just a little of what I have learned.	11	1	11	2	22	2	22	4	44	832	11	11	22	22	44	832	18	13	44	28	15	844
D. There is no match.	2	0	0	0	0	1	50	1	50	821	2	0	0	50	50	821	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	20	1	6	5	29	4	24	7	41	832	20	6	31	25	38	832	32	13	45	28	14	844
B. about the same as my regular schoolwork	60	5	10	23	46	13	26	9	18	842	59	10	46	25	19	842	56	15	49	25	11	847
C. easier than my regular schoolwork	20	1	6	7	41	8	47	1	6	842	21	6	41	47	6	842	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	2	5	14	36	16	41	7	18	839	46	5	38	41	16	839	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	50	5	12	21	50	9	21	7	17	843	51	12	49	22	17	843	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	33	0	0	2	67	826	4	0	33	0	67	826	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	28	2	9	11	48	5	22	5	22	840	28	9	50	23	18	841	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	2	12	10	59	0	0	5	29	842	20	13	56	0	31	842	23	17	49	22	12	847
C. the course(s) described in B, plus physics	13	1	9	4	36	4	36	2	18	840	13	10	40	30	20	841	21	31	44	17	7	852
D. a life science and physical science class	39	2	6	10	31	15	47	5	16	839	40	6	31	47	16	839	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	34	4	14	12	41	9	31	4	14	843	33	15	41	33	11	843	27	23	47	20	10	849
B. agree	38	1	3	13	41	11	34	7	22	837	38	3	42	32	23	837	37	14	47	27	12	846
C. disagree	21	2	11	9	50	2	11	5	28	842	22	11	50	11	28	842	25	11	48	29	12	845
D. strongly disagree	7	0	0	2	33	3	50	1	17	840	7	0	33	50	17	840	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	28	5	21	4	17	9	38	6	25	838	28	22	17	39	22	838	31	22	46	22	10	849
B. agree	54	1	2	27	59	11	24	7	15	843	54	2	59	23	16	843	50	14	49	26	11	846
C. disagree	13	0	0	5	45	3	27	3	27	832	13	0	45	27	27	832	14	9	45	31	15	843
D. strongly disagree	5	1	25	0	0	2	50	1	25	840	5	25	0	50	25	840	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	50	0	0	1	50	827	100	0	0	0	100	808						
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number